

# Marden Primary Academy

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Marden Primary Academy
Number of pupils in school	89 (Oct 2022 census) 93 (Oct 2023 census) 98 (Oct 2024 census)
Proportion (%) of pupil premium eligible pupils	15.7% (Oct 2022 census) 19.3% (Oct 2023 census) 22.4% (Oct 2024 census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 to 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	L Orton
Pupil premium lead	K Johnson
Governor / Trustee lead	R Bartup

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,760

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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that every child will be happy, confident, independent and resilient in a setting which nurtures positive attitudes underpinned by our values. Our school motto is 'Where Individuals Matter'.

The pupil premium grant is provided by the Government with the aim of improving outcomes for all disadvantaged pupils and supporting them to achieve their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At Marden Primary Academy our pupil premium strategy will be reviewed annually to ensure that the actions put in place continue to achieve the desired outcomes for our disadvantaged pupils and to ensure that the use of the Pupil Premium Grant (PPG) has a long-term effect on pupil outcomes.

#### **Our strategy objectives:**

- For all disadvantaged children to make good progress and where possible, to meet or exceed nationally expected progress.
- To eliminate the attainment gap between disadvantaged and non-disadvantaged children.
- Ensure that teaching and learning opportunities meet the needs of *all* of pupils ensuring that appropriate provision is made to support pupils needs.
- Allocate funding and support following an assessment and analysis of need (not *all* pupils who are socially disadvantaged are registered or qualify for free school meals).

#### **Common barriers to learning for disadvantaged pupils may include:**

- Less support at home.
- Weak language and communication skills.
- Lack of confidence.
- More frequent behaviour difficulties.
- Attendance and punctuality issues.

We are aware of the impact pupils' social and emotional wellbeing can have on their academic outcomes. Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment and liaising with other agencies including, where appropriate, parents. Assumptions will not be made about the impact of disadvantage. This strategy takes into account the need to support the whole child and remove the wider barriers to learning which may be experienced by some of our disadvantaged pupils.

We recognise the value of quality first teaching and this strategy aims to ensure that the PPG increases the access of our disadvantaged pupils to high quality learning experiences in class.

#### **The range of provisions available at Marden Primary Academy include but are not limited to:**

- High quality interventions (academic or emotional/social).
- Effective use of adult support for pre-teaching and post-teaching sessions.
- Allocating high quality teaching assistants to support learning and wellbeing (including a welfare/pastoral ELSA).
- Purchasing additional learning resources fit for specific need.
- Purchase and access to digital resources and devices which can be accessed at home
- Frequent monitoring and intervention of progress and needs.

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- Tracking and monitoring attendance to provide intervention and support where a need is identified.
- Frequent contact and support with parents regarding uniform, equipment, extra-curricular activities and trips.

All the above aim to address teachers' ongoing assessment of children's gaps and misconceptions. Our approach will be responsive to individual needs.

## To ensure our strategy works we will:

- Regular monitor and mentor staff to ensure they are providing support and challenge in lessons and that staff have high expectations for disadvantaged pupils
- Continue our school ethos of early intervention that is bespoke if necessary.
- Adopt a whole school approach which makes all staff responsible for the outcomes of disadvantaged pupils.
- Robustly monitor the impact of our intervention programmes and adapt them quickly if they lack impact as recommended in the EEF Pupil Premium guide – Developing an Effective Pupil Premium Strategy
- Frequent monitoring of data to ensure accurate and timely identification of children in need of support.
- Ensuring that vulnerable children have access to high quality pastoral and mental health support.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Due to previous years of lost academic time due to Covid, impacts are being seen in younger year groups, particularly, with lack of resilience and stamina for learning, as well as more social and emotional needs which need to be met.
2	Low baseline in oral communication, language and Literacy. Impact on Reading and Writing ELG and overall GLD. Impact on phonics screening results. Longer term impact on average reading and writing progress.
3	40% of disadvantaged children have SEND (2022 census) 16.1% of disadvantaged children have SEND (2023 census) 31.8% of disadvantaged children have SEND (2024 census)
4	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition and/or attendance.
5	Staff awareness of PP learners and strategies for success.

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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments/observations show that children are progressing.</li> <li>Pupils feel safe and happy at school.</li> <li>Children show progress against their individual targets on their individual Provision Map (SEND).</li> <li>Pupils with social and emotional needs are taught strategies to support them in accessing the curriculum.</li> <li>Proactive behaviour support and pastoral support ensures good learning.</li> <li>Pupils have regular opportunities for outdoor learning in Forest School with a trained practitioner.</li> <li>Pupils have access to resources and support specifically aimed to develop mental wellbeing, resilience and positive behaviour for learning.</li> <li>Pastoral support systems are in place, embedded and accessed by children as and when they need it.</li> <li>Additional support from ELSA and HMFA employed Educational Psychologist accessible. Improved and sustained levels of well-being by 2024/25 – evident through:               <ul style="list-style-type: none"> <li>- Pupil voice surveys;</li> <li>- Family discussions;</li> <li>- Teacher feedback from observations.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Improved oral language skills and vocabulary among disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils with poor communication skills are identified quickly.</li> <li>Targeted support is put in place to enable pupils to address their individual targets.</li> <li>HMFA SaLT will be engaged to provide swift assessment and input.</li> <li>Outside agencies may be used for further professional guidance and feedback/reports.</li> <li>Increased opportunities to develop communication skills in EYFS will impact on early reading and writing. EYFS – number of pupils achieving GLD 75% +.               <ul style="list-style-type: none"> <li>22/23 – 68%</li> <li>23/24 – 73%</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>Y1 Phonics Screening Result: Increase Phonics screening from 75% +. 22/23 – 69% 23/24 – 68.2%</li> </ul>
<ul style="list-style-type: none"> <li>Pupils with SEND are identified quickly and appropriate provision is in place to ensure pupils with SEND (including disadvantaged) are given every opportunity to make good progress against their individualised targets.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil's make good progress against their personalised targets on Individual Provision Maps (IPM).</li> <li>Targeted support is put in place to enable pupils to support their individual need.</li> <li>TA's will report progress on any intervention throughout the school on individuals and small group work/pre teach work.</li> <li>Support materials and resources are purchased and being used to support teaching and learning.</li> <li>Outside agencies are engaged to provide further support for the pupil or training for the adults.</li> <li>Parents are fully informed and engage with any additional activities to be done at home.</li> </ul>
<ul style="list-style-type: none"> <li>Parents of disadvantaged children engage with school, are aware of their child's learning and understand how they can support their child.</li> </ul>	<ul style="list-style-type: none"> <li>Families with low parental engagement are quickly identified.</li> <li>Staff seek to identify barrier for engagement and develop positive working relationships and develop their understanding of their role in their child's educational success.</li> <li>Pupils have access to resources to help them learn at home including: devices, equipment, digital resources etc.</li> <li>Where a need is identified, appropriate support is offered for example, Solihull Parenting Course, Basic Skills in Literacy and Numeracy, Phonics training etc.</li> <li>Pupils are making better progress as a result of support at home – improved reading, writing and basic number skills.</li> <li>The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners.</li> <li>Parent/carers surveys show engagement and satisfaction with school and school life.</li> </ul>

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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4137.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Speech and Language therapist offering specialist support and advice to staff.</p> <p>SALT will support staff develop communication friendly classrooms and develop CPD opportunities to embed language skills in every day practice.</p>	<p>Oral language interventions have proved to be very successful in raising attainment and accelerating progress. We have also found that early intervention in Early Years accelerates progress even faster. Having specialist support in school ensures all staff develop the skills required to maximise progress.</p> <p>EEF – Oral Language Interventions (Toolkit) suggest pupils can make a high impact on pupil progress +7 months in a year in Early Years and +6 months in KS1 &amp; KS2.</p>	2, 3 and 4
<p>SLT closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners. Release time given for this.</p>	<p><i>“Evidence consistently shows the positive impact that targeted academic support can have.”</i> Leaders promote positive engagement and teaching strategies with PP children. Leaders track PP children’s progress and liaise with each other to help signpost need for targeted intervention.</p>	2,3 and 5
<p>We will provide CPD for relevant staff on well-being and mental health</p>	<p>Poor mental health has previously been linked to poor school attendance, with anxiety described as a key risk factor.’ <a href="http://www.acamh.org">www.acamh.org</a></p>	1

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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8734.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will purchase subscriptions for the following programmes:</p> <ul style="list-style-type: none"> <li>• 1,2,3 Maths</li> <li>• TT Rockstars</li> <li>• Nessy</li> <li>• Dyslexia Gold</li> <li>• Century Tech</li> </ul>	<p>Where pupils made regular use of the resources last year, it led to improved confidence in class and a more secure basis in numeracy and literacy.</p> <p>'Students are 38% faster at answering times tables questions after using TTRS than before.' Shine Trust</p>	<p>1, 3, 4 and 5</p>
<p>Teaching Assistants will deliver specific interventions 1:1 and small group support as needed.</p>	<p>There is strong evidence that targeted phonics interventions benefit disadvantaged pupils. Regular, systematic intervention groups can accelerate progress by 6+ months over a year – especially when targeted in Early Year/Yr1 EEF - Phonics (Toolkit)</p> <p>Teaching assistant intervention – high average impact +4 months additional progress – EEF Toolkit</p> <p>The research suggests TA interventions are only effective if carefully targeted and planned. Within the collaboration staff are highly skilled at deploying their TA teams to maximise their benefit. Observations and pupil feedback have shown that same day interventions have the biggest impact on disadvantaged pupils. In-class TA led interventions in small group work best for our SEN pupils, especially when the activities have been planned/differentiated by the class teacher.</p>	<p>1, 2, 3 and 5</p>
<p>We will provide further CPD for Talk4Writing/Reading (4-day course) for key practitioners.</p> <p>Invest in further library resources for all pupils to access</p>	<p>This promotes discussion around books and a deeper understanding of text and the world around them. Reading comprehension strategies are high impact on average (+ 6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific. (EEF report)</p>	<p>2 and 5</p>



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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,888.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will ensure that we have pastoral support in place –</p> <p>Qualified Emotional Literacy Support Assistant in school (ELSA). Training accessed and financed.</p> <p>We will pay to access the advice, training and support of an Educational Psychologist.</p> <p>We aim to promote the emotional wellbeing of children and young people.</p>	<p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p><i>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</i> EEF teacher toolkit.</p> <p><i>“There is strong international evidence to suggest that a whole school approach is vital in effectively promoting emotional and social competence and wellbeing.”</i> (Weare and Gray 2003)</p> <p><a href="#">Research-Commission-Report-2018-ELSA-training-Gloucestershire.docx(live.com)</a></p>	1 and 4
<p>We will provide extra-curricular clubs and trip support.</p> <ul style="list-style-type: none"> <li>• PE specialist</li> <li>• Music sessions (piano lessons, etc.)</li> </ul>	<p><i>“Findings from previous research suggest extra-curricular activities are important in developing social skills as well as being associated with a range of other positive outcomes (e.g. achievement / attendance at school)”.</i> Social Mobility Commission research.</p>	1, 2 and 3
<p>We will pay for the Attendance officer to closely monitor and support PP attendance.</p>	<p><i>“... when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour”.</i> EEF framework.</p>	4
<p>We will access Safeguarding services from HMFA</p> <ul style="list-style-type: none"> <li>• MyConcern</li> <li>• Family Liaison Officer</li> <li>• Safeguarding Director (includes attendance).</li> </ul>	<p>MyConcern allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns. This information is able to be shared easily with all relevant personnel.</p>	1 and 4
<p>We will pay Forest Schools Practitioners to run weekly forest school sessions for all pupils (rota) throughout the year.</p>	<p>EEF Teachers toolkit. NEF (New Economics Foundation) showed improved confidence, social skills, motivation, communication, physical skills and knowledge and understanding.</p>	1, 2 and 3

**Total budgeted cost: £17760.00**



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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The data below is taken from internal assessments and outlines the performance of our school's disadvantaged pupils. Small numbers can impact the data and so further assessments are used to ensure that the needs of our pupil premium pupils are being met.

#### Year 1 Reading

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	50.0%	25.0%	25.0%	50.0%
April 2024	50.0%	25.0%	25.0%	50.0%
July 2024	50.0%	25.0%	25.0%	50.0%

#### Year 1 Writing

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	75.0%	25.0%	0.0%	25.0%
April 2024	50.0%	50.0%	0.0%	50.0%
July 2024	50.0%	50.0%	0.0%	50.0%

#### Year 1 Maths

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	50.0%	50.0%	0.0%	50.0%
April 2024	50.0%	50.0%	0.0%	50.0%
July 2024	50.0%	50.0%	0.0%	50.0%

#### Year 2 Reading

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	100.0%	0.0%	0.0%	0.0%
April 2024	100.0%	0.0%	0.0%	0.0%
July 2024	0.0%	100.0%	0.0%	100.0%

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## Year 2 Writing

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	100.0%	0.0%	0.0%	0.0%
April 2024	100.0%	0.0%	0.0%	0.0%
July 2024	100.0%	0.0%	0.0%	0.0%

## Year 2 Maths

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	100.0%	0.0%	0.0%	0.0%
April 2024	100.0%	0.0%	0.0%	0.0%
July 2024	0.0%	100.0%	0.0%	100.0%

## Year 3 Reading

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	50.0%	0.0%	50.0%	50.0%
April 2024	50.0%	0.0%	50.0%	50.0%
July 2024	50.0%	0.0%	50.0%	50.0%

## Year 3 Writing

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	50.0%	50.0%	0.0%	50.0%
April 2024	50.0%	50.0%	0.0%	50.0%
July 2024	50.0%	50.0%	0.0%	50.0%

## Year 3 Maths

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	50.0%	50.0%	0.0%	50.0%
April 2024	50.0%	50.0%	0.0%	50.0%
July 2024	50.0%	50.0%	0.0%	50.0%

## Year 4 Reading

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Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	0.0%	0.0%	50.0%	50.0%
April 2024	0.0%	0.0%	50.0%	50.0%
July 2024	50.0%	0.0%	50.0%	50.0%

## Year 4 Writing

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	0.0%	50.0%	0.0%	50.0%
April 2024	0.0%	50.0%	0.0%	50.0%
July 2024	50.0%	50.0%	0.0%	50.0%

## Year 4 Maths

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	0.0%	0.0%	100.0%	100.0%
April 2024	0.0%	0.0%	100.0%	100.0%
July 2024	50.0%	0.0%	50.0%	50.0%

## Year 5 Reading

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	33.3%	66.7%	0.0%	66.7%
April 2024	33.3%	66.7%	0.0%	66.7%
July 2024	33.3%	66.7%	0.0%	66.7%

## Year 5 Writing

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	0.0%	100.0%	0.0%	100.0%
April 2024	33.3%	66.7%	0.0%	66.7%
July 2024	33.3%	66.7%	0.0%	66.7%

## Year 5 Maths

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Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	33.3%	66.7%	0.0%	66.7%
April 2024	33.3%	66.7%	0.0%	66.7%
July 2024	0.0%	66.7%	0.0%	66.7%

## Year 6 Reading

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	100.0%	0.0%	0.0%	0.0%
April 2024	100.0%	0.0%	0.0%	0.0%
July 2024	100.0%	0.0%	0.0%	0.0%

## Year 6 Writing

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	100.0%	0.0%	0.0%	0.0%
April 2024	100.0%	0.0%	0.0%	0.0%
July 2024	100.0%	0.0%	0.0%	0.0%

## Year 6 Maths

Pupil Premium	Percentage not on track to achieve ARE	Percentage on track to achieve ARE	Percentage on track to exceed ARE	Percentage on track including exceeding ARE
December 2023	100.0%	0.0%	0.0%	0.0%
April 2024	100.0%	0.0%	0.0%	0.0%
July 2024	100.0%	0.0%	0.0%	0.0%

## Year 1 Phonics

22.7% of the cohort are disadvantaged out of this 68.2% passed the Phonics Check. 7 pupils did not pass (32%) two of which are SEND (one with an EHCP in process), two EAL and the other three are working below age related expectations.

Data from tests and assessments throughout the school suggest that there have been some strong individual performances and overall, the progress and attainment of the school's disadvantaged pupils in 2023/24 was good. In years 2 and 5, the pupil premium pupils are in mostly in line with or outperformed their peers in maths and reading especially. Throughout the year there have been a few sideways entries that have had an impact on the data. In Year 1 over half the children have additional needs (SEND) and where there are two disadvantages pupils in year 2, 4 and 6 there is 1 child in each year group who has additional needs (SEND),

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such small numbers have a big impact on the data. Children with SEND have made good progress in their individualised learning from their starting points.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic years. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Floppy's Phonics	Oxford University Press
White Rose Maths	White Rose Education
Talk4Writing	Pie Corbett